



Needs Analysis and Design for the Development of Teaching Materials of *Bahasa Indonesia* (Indonesian Language) Based on CLIL in the Higher Education at Bengkulu City

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Abstract. Research and development for the creation of learning materials for Indonesian courses employs both qualitative and quantitative methods (R & D). The purpose of this study is to develop CLIL-based instructional materials for Indonesian language classes that cater to the needs of college students in Bengkulu City. The research participants were all undergraduate students from Bengkulu University, Bengkulu Muhammadiyah University, and Fatmawati Sukarno Bengkulu State Islamic University who were enrolled in Indonesian language classes. Strategies for gathering data that include tests, questionnaires, paperwork, and interviews. Both qualitative and quantitative data analysis methods were used in this investigation. We investigate how the design for creating instructional materials for Indonesian language courses at Bengkulu City universities is based on CLIL. As a result of the research, it was determined that developing teaching materials for Indonesian language classes based on CLIL in Bengkulu City institutions required innovation in the integration of a learning approach. The ADDIE development technique is used in the design of the creation of instructional materials for Indonesian language courses based on CLIL in Bengkulu City colleges.

Keywords: CLIL · R & D · ADDIE · Indonesian language

1 Introduction

Indonesian language material as subject matter must be explained by taking into account the requirements and characteristics of standard language, as a written variety or variety of writing, as well as Indonesian as a language of science and cultural language that has

a function as a modern language. Indonesian as a language of self-development, introduction, and reasoning used in educational institutions has the following characteristics: (1) it varies based on the level of the educational institution where Indonesian is used; (2) have the flexibility to be used in expressing new meanings; (3) has a form of existence; (4) have the ability to carry out tasks as an efficient and effective communication tool, namely having the ability to convey information with various connotations appropriately [1].

Indonesian language course material is Indonesian language lessons that are guided for various academic purposes. In Indonesian language courses, the genre of language used is scientific, which is used in disseminating and communicating knowledge both in writing and orally. Thus, the teachers of this lesson are required to try to develop an Indonesian language learning plan that can be used for the various interests of practitioners in the development and delivery of knowledge, not to learn about Indonesian language.

The implementation of courses so far is seen as only providing theoretical material in the form of monotonous lectures. But, lecturers tend to explain the linguistic theory in administering Indonesian courses rather than train students to use Indonesian as a language to study science. It means that Indonesian language courses have yet to be maximized in developing students' language skills, especially in speaking and writing aspects.

Delivery of this material is seen by students as boring material because this was obtained when they were still in high school. In this case, lectures are given using the lecture method. Most lecturers have a role as material givers. Meanwhile, students become recipients of material who lack interaction with their peers regarding course discussions.

From the interviews with Indonesian language lecturers on September 21, 2021, information was obtained that lecturers were only fixated on textbooks already available for learning Indonesian. The development of teaching materials should be a priority for lecturers in lessons. The development of teaching materials carried out by the lecturers themselves is better than the existing textbooks because they are according to the needs and conditions of the students. The lecturers still need to understand the various principles of developing teaching materials, from analyzing the need for material selection, designing materials, and evaluating to the final editing process. It is due to Indonesian language lecturers' lack of linguistic literacy knowledge. Lecturers who need more sensitivity in using various sources to compile teaching materials are also a cause of the lack of lecturers' knowledge in compiling teaching materials.

Based on the existing teaching materials for Indonesian language courses in the 2008 revised edition with the book title "Cermat in Indonesian" by E. Zaenal Arifin and S. Amran Tasai. Several shortcomings of these teaching materials can be identified, including teaching materials for language courses. In Indonesian language courses, more than the existing teaching materials is required. Existing Indonesia has yet to be able to direct students to understand the material in the context of lecture competencies. Second, the content of the material in the teaching materials of Indonesian language courses presented to students is still full of theory. Third, the practice questions are in the form of multiple choice. Fourth, the existing teaching materials have yet to direct

students to all aspects of learning, namely attitudes and skills, which are more dominant in the knowledge aspect. Fifth, language skills are unevenly distributed, focusing more on reading and writing skills. Sixth, it has yet to optimize the literacy skills of students, and seventh, there has been no renewal in digital-based teaching materials.

The development of teaching materials is required based on the criteria listed in the Content Standards book issued by the BSNP covering four aspects of language, writing, reading, speaking, and listening, all of which have minimum standards for student achievement and learning. Integratively, these various aspects are utilized in the communication process by using ethical, polite, efficient, and effective language. The development of teaching materials requires the participation of the regional side in the inclusion and adjustment of regional uniqueness elements while still taking into account the national interest.

Implementing Indonesian language courses at Bengkulu University, Fatmawati Sukarno Bengkulu State Islamic University, and Bengkulu Muhammadiyah University refers to the Decree of the Director General of Higher Education of the Ministry of National Education Number 84/E/KPT/2020. It states that Indonesian language courses are education that encourages students to be able to express their thoughts in writing or orally through correct and good Indonesian rules, establishing Indonesian as a unifying tool for the nation and as a source of knowledge.

Finding or choosing appropriate teaching resources or subject matter to aid students in obtaining their abilities is the most significant issue that lecturers frequently face in learning activities. This is due to the fact that instructional materials are only written as subject-specific outlines in the syllabus or curriculum. According to the Ministry of National Education (2006:1), lecturers must cover the entire intended subject matter in order for it to be considered full instructional material. Another issue is knowing how to use the educational resources. The intended usage in this instance is how to explain, how to observe it from the lecturer's perspective, and how to observe it from the student's perspective.

The 21st-century learning paradigm for prosperity and success in the 21st century encourages the implementation of change and concern for changing the assessment, learning, and teaching contained. Teaching materials with 21st-century skills (Partnership for 21st Century Skills (P21)), where which focuses on Career and Life Skills (CLS), include leadership and responsibility skills, productivity and accountability skills, initiative and self-direction skills, flexibility and adaptability skills, and social and cross-cultural skills. And integrate it with linguistic aspects, namely: language for cultural togetherness, language awareness, vocabulary, and grammar and skill aspects, namely: writing, reading, speaking, and listening. Trilling & Fadel said that humans need all these skills to be provisions for living in the future and the present [2].

A learning approach that integrates teaching materials and their language of instruction is CLIL. CLIL is a learning approach that combines content and language approaches, where a foreign language or a second language is not only used as a language in instructional lessons but also becomes the most important tool in creating knowledge. CLIL has the characteristic that it combines foreign and non-language teaching materials in the learning process with similar portions, not just focusing on one aspect. The CLIL approach gives students the possibility to be able to understand the language material

used as well as non-language material. In line with this opinion, the CLIL approach positively impacts students' knowledge of English material and vocabulary [3].

Content Language Integrated Learning (CLIL) is considered to be a learning approach that integrates content and language to improve linguistic competence, socio-cultural knowledge and communicative competence. According to, Content Language Integrated Learning (CLIL) is an appropriate approach to understanding learning materials and deepening the language used in lessons [4]. Meanwhile, Content Language Integrated Learning (CLIL) is an approach related to language, understanding and intercultural skills. Also, it can improve education and preparation for internationalization [5].

According to several of the aforementioned descriptions, the authors are enthusiastic about conducting related research. 1) "How are the demands for creating instructional materials for Indonesian language courses based on CLIL being analyzed in Bengkulu City universities? 2) How are the teaching materials created for Indonesian language classes at Bengkulu City universities based on CLIL? In order to achieve the goals connected to the many difficulties that have been formulated, this research was undertaken. So, the objectives of this study are to: 1) Know how to analyze the demands of the process of generating teaching materials for Indonesian language courses based on CLIL in Bengkulu City universities; and 2) Acquire expertise in this area. 2) Knowing and getting information about how to design and develop Indonesian language teaching materials based on CLIL at Bengkulu City universities.

2 Method

This study follows the issue and research aims, namely, to create new products, by using research and development methodologies (Research and Development). Education research and development model. "A process used to produce and validate educational goods" was made public by them [6]. With that in mind, this research and development process refers to a type of cycle where a product development process is carried out after a study of research findings. Based on the preliminary study's findings, a product is developed, tested, and then altered based on the test results until a final product—in this case, a model that can be used to increase output—is obtained. So, the goal of this project is to construct and validate a set of components for the educational system.

This development research uses the ADDIE model. The ADDIE model consists of five stages: Analysis, Design, Development, Implementation and Evaluation. Based on the sequence of steps and the ADDIE model development scheme, it can be arranged through the development of teaching materials [7]. Data collection techniques in research on the development of teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities used the following methods: 1) Interviews, 2) Questionnaires, 3) Documentation and 4) Tests.

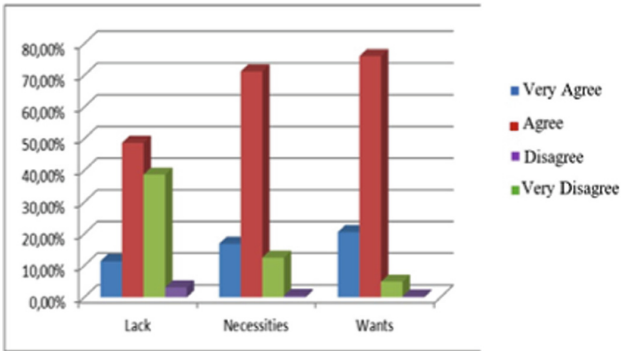


Fig. 1. Results of the Needs Analysis of the Development of CLIL-Based Courses in Universities in Bengkulu City

3 Results

3.1 Needs Analysis

Needs analysis is a tool or strategy for recognizing issues and choosing the best course of action. The analysis of students' demands for teaching resources for Indonesian language classes based on CLIL at universities in Bengkulu City produced three results: want, need, and lack [8]. 288 students from the University of Muhammadiyah Bengkulu, Bengkulu University, and Fatmawati Sukarno State Islamic University Bengkulu were given questionnaires to complete as part of the analysis. Data analysis shows that in the lack category, 48.7% of students agree, 11.4% strongly agree, 38.7% disagree, and 3.11% strongly disagree. The average percentage of the lack category shows that 60.1% of students stated that the existing Indonesian language teaching materials still had many shortcomings.

In the category of needs, the data analysis findings indicate that 71.25% of students agree, 16.88% strongly agree, 12.51% disagree, and 0.5% severely disagree. In Bengkulu City institutions, the creation of teaching materials for Indonesian language courses based on CLIL was cited as a necessary by 88.13% of students, according to the average percentage of the necessities category.

According to data analysis, 76.07% of students agree, 20.56% strongly agree, 4.91% disagree, and 0.28% strongly disagree in the want category. 96.63% of students said they wanted to provide teaching resources for Indonesian language classes based on CLIL in Bengkulu City colleges, according to the average percentage of the want category. According to the findings of the needs analysis, it is imperative to create instructional materials for Indonesian language courses using CLIL at colleges in Bengkulu City (Fig. 1).

3.2 Design

This stage is also known as making a design (blueprint). The steps that must be carried out in the design process are: first, formulating SMART learning objectives (specific,

measurable, applicable, and realistic). Then determine what the appropriate learning strategy should look like to achieve these goals. In this case, the design of developing teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities written by researchers needs to be developed and regulated properly and carefully so that learning does not get out of the learning objectives to be achieved. In developing teaching materials, we need to design the material so that it becomes material ready to be delivered to students. It is necessary to pay attention to teaching materials using the same instructional strategies as when we teach in ordinary classes. Writing teaching materials means transferring the teaching of subjects through writing.

Furthermore, at the Design stage carried out by researchers, namely the determination of subject matter which is one of the elements or components that are important to achieve teaching goals by using teaching materials, which consist of facts, generalizations, and concepts, which are contained in the teaching materials that were developed. At the stage of determining the learning material, the researcher arranged the material according to the learning objectives of the Indonesian language course. These objectives describe what students expect and master after studying the book. In this case, this goal is the learning goal of each learning achievement of the subject.

Researchers do several things in determining the material, among others: (a) Subject matter should be in accordance with/support the achievement of instructional objectives (b) Subject matter should be in accordance with the level of education/development of students in general. For example: In addition to supporting the achievement of instructional objectives, the subject matter should be determined, taking into account the level of student ability (c) Subject matter should be systematically and continuously organized. For example: systematically and continuously, here it is meant that between one material and the next, there is a functional relationship where one material becomes the basis for/related to the following material. For example, before arriving at the material about the types of transmigration, it is necessary first to discuss the meaning of transmigration. (d) Subject matter should include things that are factual and conceptual. For example, factual materials are concrete and easy to remember, while conceptual materials contain abstract concepts and require a deeper understanding. Both types of material need to be included in determining the subject matter because both are important to achieve the goal.

In the preparation of learning materials that will be included in teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities, the process of preparing a teaching design is a combination of knowledge of facts and detailed information, skills (steps, procedures, conditions, requirements) and factors, attitudes. The competition map for teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities is as follows:

The substance of developing teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities must follow the curriculum, which at least includes aspects of the objectives/competencies to be achieved, methods, and assessments used in the learning process. The writing of teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities is well organized because they are arranged systematically and methodologically (Fig. 2).

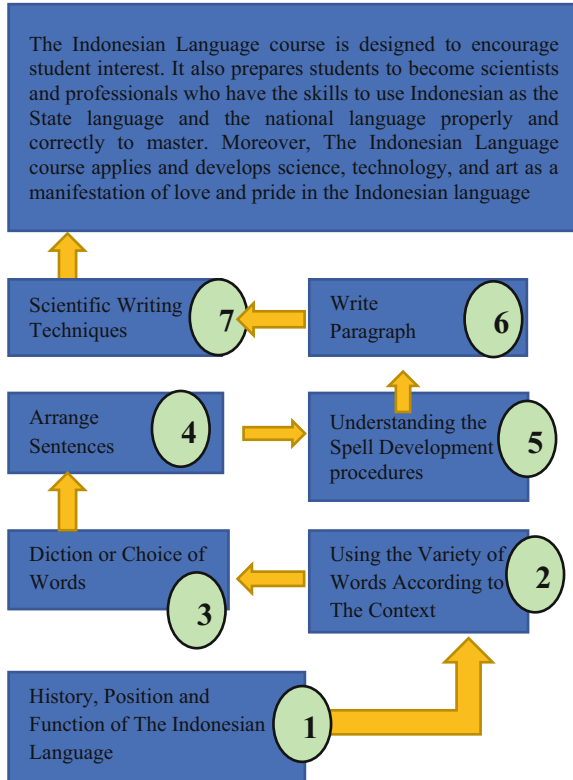


Fig. 2. Competency Map for Development of Indonesian Language Courses Based on CLIL at Bengkulu City Universities

The rules of scientific writing must be observed. Teaching materials are designed using language easily digested and mastered by students, so they have a high degree of legibility. The sentences must be adequate, simple, avoid double meaning, polite, attractive and under the mastery of the language possessed by the target reader.

Planning for the development of teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities, the content page is undoubtedly the main focus. Presentation of material should be concise, clear, dense, and easy to understand. At the same time, it is presented in exciting language because it will affect the level of student understanding. In the content section, the researcher, as a designer, applies the following strategies so that the content is of high quality and easily understood by students, namely that each paragraph should contain one main idea and be arranged in short sentences but explain the material clearly. We recommend using short sentences, between six to 15 words per sentence. So that it is easy to read, students who read it can still breathe smoothly, and this affects their understanding of the material described. Complete the explanation of the material with pictures, graphs, diagrams, and other items that provide more detailed explanations. Providing sequential and coherent numbering



Fig. 3. Product Cover for the Development of Indonesian Language Courses Based on CLIL at Bengkulu City Universities

can be adjusted to the existing provisions between the main title and the following sub-headings and subheadings.

After the planning stage has been completed, the next stage is creating a module containing materials on understanding the environment that is arranged systematically with specific learning objectives. The paper used in writing this teaching material is A4 size paper (21 cm x 29.7 cm). The book has three parts, namely the first part, the second part, and the third part. The first part is the presentation of the outer cover, introduction, presentation of essential competencies, introduction, table of contents, and review of the reading literature. On the outer cover, the section consists of the book's title, the author, and the book's target. The outer cover of the back is an overview of the overall contents of the book. The cover is printed using A3 Ivory 260-g paper with glossy lamination. Making the cover is made as attractive as possible to attract students. With the dominant color of orange and a combination of several colors, it is expected to increase students' passion for learning. The cover display for the development of teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities is as follows (Fig. 3):

4 Discussion

4.1 Analysis of Needs for Development of Indonesian Language Courses Based on CLIL at Bengkulu City Universities

The needs analysis results showed that researchers found that the current teaching materials in the deepening of Indonesian language material needed improvement and refinement to enrich knowledge and learning resources for students. Existing teaching materials require the development of innovations where the teaching materials used must be integrated with a holistic and dynamic learning approach. Improving the quality of learning and students is closely related to student conditions. As educators, lecturers

must develop their abilities and skills professionally so that the objectives of the learning process are achieved. However, the majority of the teaching materials used are in the form of textbooks that still need to be updated. Furthermore, an important problem that lecturers in learning activities often face is choosing or determining appropriate learning materials or teaching materials to help students achieve competence.

The lack of learning innovation, especially teaching materials, will impact students in terms of learning outcomes, attitudes, and ways of thinking. Learning that only provides conventional teaching materials tends to be monotonous, and existing teaching materials need to be developed into innovative teaching materials. Learning that still uses traditional teaching materials will make students bored, students less active, and learning less efficient. There are still campuses that use student worksheets from books without being developed, so learning is less attractive. The teaching materials used contain material that is different from the curriculum, or there is no compatibility between the material presented in the textbook and the learning objectives.

Another problem usually faced by lecturers in delivering material is choosing or determining the suitable teaching materials to help students achieve course competencies. It is because teaching materials are traditionally only written in outline as subject matter in the curriculum or lesson plans. In this case, the role of a lecturer in designing or compiling teaching materials will determine the success of the teaching and learning process. On the other hand, add that lecturers decide what and how to teach by providing timely support [9].

Based on observations and interviews with Indonesian language lecturers on September 21, 2021, information was obtained that lecturers only stuck to existing textbooks in teaching Indonesian. The development of teaching materials should be one of the lecturers' priorities in learning. Confirm that both in developed and developing countries around the world, lecturers or academics play an essential role in developing teaching, research, and community service programs [10].

The teaching materials developed by the lecturers are better than the available textbooks because they follow the conditions and needs of the students concerned. It's just that lecturers are less able to assess language learning in Indonesia [11]. Previous research supports this statement, stating that "E-Local Content Design for Teaching Materials for Extensive Reading Courses: Lecturer's Voice" is feasible [12]. However, the lecturers still need to understand the principles of developing teaching materials, starting from the needs analysis of material selection, preparation of materials, and preparation of evaluations to the final editing process. The research results of emphasized the same thing. Lecturers have limitations in understanding strategies and learning processes [13].

Furthermore, this is due to the need for knowledge of Indonesian language lecturers on linguistic literacy. The insensitivity of the lecturers in the use of various sources for the preparation of teaching materials is also one of the causes of the lack of understanding of lecturers in the preparation of teaching materials.

Lecturers should be able to develop teaching materials as a source of learning apart from textbooks. Government Regulation Number 19 of 2005, article 20, confirms that teachers/lecturers are expected to be able to develop materials, while Permendiknas Number 41 of 2007 concerning process standards regulates the planning of learning processes for educators in education units to develop SAP and teaching materials [14].

The development of teaching materials must comply with the criteria included in the Content Standards book published by BSNP covering the four aspects of language, listening, speaking, reading, and writing, all of which have a minimum standard of teaching and student achievement. These four aspects are used integratively in the communication process using effective, efficient, polite, and ethical language. Furthermore, the development of these teaching materials requires the contribution of the regional parties in the adjustment and inclusion of elements of regional peculiarities while still taking into account the national interest.

Next, because of the current technological developments, the manufacture of teaching materials should be exciting and innovative. Teaching materials are all things or materials used by educators or instructors in the learning process. It is because the work of making teaching materials dramatically contributes to the success of the learning process that we do. By realizing this, we no longer underestimate and rule out the manufacture of teaching materials. One of the efforts made by researchers is to develop teaching materials that are integrated with the CLIL approach, where the development of teaching materials for Indonesian language courses based on CLIL in universities in Bengkulu City is to improve students' knowledge and skills in a subject, and their proficiency in the language being taught. Language is used as a medium to learn lesson content, and subject content is used as a language-learning resource. The content of CLIL lessons varies according to the subject being taught to reduce boredom in the learning process, increase student interest in learning, make students active, and think critically according to student needs. Developing fun teaching materials will automatically trigger an effective learning process.

Developing teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities that are designed effectively, appropriately, and relevant to the learning materials. It is because it can increase student effectiveness and optimal learning outcomes. Learning with CLIL teaching materials aims to enable students to achieve and complete their study materials individually. Students can also control the ability and intensity of their learning individually so that learning with teaching materials can create high-learning activities for students. Previous research agrees that CLIL effectively overcame content and language learning [15].

4.2 CLIL-Based Design of Indonesian Language Course Teaching Materials at Bengkulu City Universities

Based on the results of the research described above, it is known that the design of developing teaching materials for Indonesian language courses based on CLIL in Bengkulu City universities was developed scientifically and systematically using the ADDIE instructional model, which the author adapted from his book Robert Branch entitled *Instructional Design; The ADDIE Approach*. The development of teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities.

The design of the development of teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities starts from the Analysis stage, namely the main activity is to analyze the need to develop new teaching materials on the thematic content of Indonesian language learning and analyze the feasibility and requirements for developing new teaching materials. The development of new teaching materials begins

with problems in learning activities that have been implemented. Problems can occur because unique teaching materials are needed for Indonesian language learning content that can meet the needs of the target, learning environment, technology, student characteristics, and so on. After analyzing the problem of the need to develop new learning models/methods, researchers also need to examine the feasibility and requirements for developing CLIL-based Indonesian language teaching materials at universities in Bengkulu City.

The analysis process, for example, is carried out by answering the following questions: 1) Whether the new teaching materials can overcome the learning problems encountered. 2) Whether the new teaching materials have the support of facilities to be applied. 3) Whether lecturers can use the developed teaching materials effectively and there should be no development of suitable teaching materials, but they cannot be used properly because of some limitations. For example, there need to be clear guidelines or signs for implementation.

This activity is a systematic process starting from assessing the development of teaching materials for Indonesian language courses based on CLIL, learning objectives, designing learning tools, designing learning materials, designing learning activities, and designing learning outcomes evaluation tools. The analysis of learning methods using teaching materials for Indonesian language courses based on CLIL at Bengkulu City universities that was developed needs to be carried out to determine the feasibility of the teaching materials applied at the Design stage. This stage is a conceptual design that underlies the following development process. The product design is carried out per the concepts and objectives of developing CLIL-based Indonesian teaching materials that have previously been analyzed to meet these needs. In addition, instrument design is also carried out at this stage. The method of the assessment instrument begins by dividing the general aspects of the assessment.

5 Conclusion

Teaching materials for Indonesian language courses based on CLIL in universities are declared eligible after undergoing expert validation tests and field trials consisting of (1) Individual Trial (One to One Trying Out). (2) Small Group Tryout. (3) Field Trial. They obtained significant scores based on the results of these field trials and the effectiveness test of the development of teaching materials for Indonesian language courses based on CLIL at universities in Bengkulu City. The effectiveness test results using statistics obtained the average value of the consequences before using CLIL-based Indonesian language teaching materials at Bengkulu City universities. The result was developed at 68.50 and a standard deviation of 13,489 and after using CLIL-based Indonesian language teaching materials at Bengkulu City Colleges developed is 80.19 with a standard deviation of 11,546. It means differences in the average student learning outcomes before and after using the development of teaching materials for Indonesian language courses based on CLIL at Bengkulu City Universities. Observing the results of the conclusions above, the researchers suggest the following: 1) learning becomes more exciting and makes it easier for students to study each material. Optimally in the learning process, learning becomes more exciting and makes it easier for students to learn each material. 2)

Can contribute knowledge to increase knowledge and effectiveness and teaching materials have benefits that significantly influence the success of achieving learning objectives. It is hoped that teaching materials for Indonesian language courses based on CLIL in Bengkulu City universities can achieve good results.

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Author's Contribution. Wulan Febrina prepares proposals, conducts research, collects, analyzes, and reports research results. Then revise the writing until the publication process is complete.

Sudarwan Danim, Didi Yulistio, and Ria Arista as advisors during the design of the proposal to the final research report. as an advisor during the creation of the proposal to the final research report.

Abdul MuktaDir, as an advisor, begins when the research report reaches the stage of writing publications. Meiselina Irmayati as an advisor, from reporting on the results of writing to the publication stage and becoming a co-author for the publication of research results.

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